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ABSTRACT

This vocational guidance model is designed to help new rural counselors, itinerant counselors, or teacher/advisors provide rural Alaskan high school seniors with a series of career and vocational experiences designed to facilitate the transition from high school to a job or to postsecondary training. The model is organized in four phases. In the first phase, steps counselors/teachers should take to start a program before the school year begins are outlined. Phase II presents ideas for helping students explore careers; Phase III enables counselors/teachers to help students examine the options available for training after high school. The final phase suggests methods for student follow-up and building community support. Worksheets for career exploration activities and materials for determining postsecondary training options are included in the model. (KC)

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VOCATIONAL GUIDANCE MODEL FOR RURAL SCHOOLS

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American Vocational Association National Convention
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Session-in-the-Round

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Vocational Guidance Model For Rural Schools

INTRODUCTION

The **Vocational Guidance Model For Rural Schools** is designed expressly for the new rural counselor, intinerant counselor or teacher/advisor assigned to rural Alaskan students. If you are looking for a "place to start" on your new assignment, this may be useful.

CONSIDERATIONS:

1. This guide is very basic. It assumes there is no vocational guidance program established.

2. It is intended to be used only as a foundation guide for providing the **minimum** of service which students must have in order to make any reasonable transition from high school to work or postsecondary training.

3. The target populations in this guide are seniors and their parents only because they **must** be the highest priority if itinerant or minimal vocational guidance services are all that can be provided.

We know that one facet of a school counselor's role lies within the career and vocational guidance arena. This is no small challenge! For those counselors working in Alaska's larger school systems, most already have a fairly well established career/vocational guidance component in operation. They also have the benefit of more support staff, referral resources and other counselors to give them support, help generate ideas and implement programs.

If, however, you are in one of our smaller, rural districts you are probably faced with a different situation. Commonalities may include:

* There is no full time counselor. You are a teacher assigned counselor responsibilities for one or two class periods each week.

* You are the sole counselor assigned to cover the entire distr ct, which may include flying to four or more villages on an itinerant basis.

* Faculty turn-over is often high so there may be a lack of "veteran" teachers to help orient you to your new role. Also, the former counselor may have collected important information but taken many of the resources when s/he left the district.

* You may be new to Alaska and may have limited knowledge of resources available to you.

* You may be in a predominately native village where customs, language and protacol are totally different from your own.

PROGRAM GOAL

The major goal of the **Vocational Guidance Model For Rural Schools** is to provide the seniors with a series of career and vocational experiences designed to facilitate the transition from high school to a job or to postsecondary training.

GENERAL PLAN FOR COUNSELORS

PHASE I: GETTING STARTED

Here is a list of DO'S for you early in the school year. The list may appear long but if you read through it you will see that most can be done by making phone calls or writing a few letters. If you can work on this before school starts you will be miles ahead of your schedule.

1. Review Your Responsibilities With Your Supervisor

Before you get started on any long range planning make sure you and your supervisor are in agreement on your work assignment. Write down you job responsibilites. Make sure you list your goals and timelines. Your supervisor needs to approve your plan.

2. Contact Another Experienced Counselor in Your Region

You will need to have another peer to contact periodically. What better person to help you with resources, planning and implementation than an experienced "bush" counselor! The nearest experienced counselor may be over 200 air miles away but a phone or radio call is all that is necessary to get support.

The **Alaska School Counselors Association** has regional representatives "veteran counselors" assigned to serve in just this capacity...human resources! These folks already have a support network established throughout the state. By contacting a counselor you will also learn about other important activities, training sessions and issues that are taking place within the state. To get in touch with your regional representative contact the Counselor Liaison at the Department of Education:

Naomi Stockdale
Department of Education,
Office of Adult and Vocational Education
Box F
Juneau, AK 99811
(907) 465-2980

3. Inventory Your Materials

Take inventory of all the materials in your counseling office. This will ensure that you are acquainted with the things you already have, and will make it easier to begin an ordering list. An inventory page has been included on the next page for your use.

GUIDANCE INVENTORY

QUANTITY	DESCRIPTION	VENDOR ADDRESS	COST PER ITEM	TOTAL	DATE ORDERED	DATE RECEIVED	ACTUAL COST

4. Order Materials

Order a basic set of career/vocational materials. The list here is very small, but that's okay. If you will learn to use these few materials well, you will be much more effective. If your order too many materials you may feel overwhelmed with kits and guides. As you become more assured of material you would like to use, then order them.

Also, if you are an itinerant counselor, you must limit materials to a few basic "portable" items. Space on planes is limited but a more limiting factor is getting from the plane to the school. In some areas you will be transported by three wheeler or snow machine. Trying to carry a portable slide show and projector may not be practical.

A. AKCIS (Alaska Career Information System)
Needlesort Set and books. Order QUEST booklets for each senior.

Alaska Career Information System
Box F
Juneau, AK 99811
(907) 465-2980

B. Directory of Postsecondary Educational Institutions in Alaska
These booklets are printed yearly and sent, at no charge, to each high school in Alaska. Check at your school/s to see if you have one book for each senior. If you need additional copies, call or write:

Alaska Commission on Postsecondary Education
Box FP
400 Willoughby Ave.
Juneau, AK 99811
(907) 465-2854

C. Occupational Outlook Handbook
Presents occupational information on over 300 occupations. It is suitable for independent use by students in grades 7-12.

U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402

D. Guide for Occupational Exploration
A book on career exploration which provides information about job duties, working conditions, skills and abilities needed, and entry requirements for each of 66 occupational groups.

U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402

E. **The College Handbook**
A comprehensive basic guide to more than 2,000 two and four year American Colleges.

The College Handbook Index of Majors
A companion to The College Handbook, the index lists programs of study (undergraduate and graduate) and the schools that offer them. Both can be ordered seperately or together as a set for a reduced price.

College Board Publications
P.O. Box 2815
Princeton, NJ 08541

Another publication similar to **The College Handbook** is included. If you have a preference order:

Barron's Profiles of Ame ın Colleges
It provides general information (e.g., admissions, financial aid, campus activities) about selected U. S. colleges.

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797

F. **How To Plan For College Costs**
Filmstrip and cassett that provides a step-by-step guide for parents and students who must plan for college expenses. Specific suggestions are made to help families identify potential sources of financial aid, estimate their eligibility for assistance, apply for financial aid using the FAF, etc.

College Board Publication
Department A32
Box 886
New York, NY 10101

G. **Alaska School Counselors Handbook**
Compiled by Alaska school counselors, this 400 page handbook contains program guidelines and standards for counselors. It also contains worksheets, handouts, general forms which can be easily duplicated and used with your program. Equity, career and vocational guidance, program development and evaluation, crisis issues, resources and ethics are some of the areas covered. Costs $20.

Vocational Education Library
Department of Education
Office of Adult and Vocational Education
Box F
Juneau, AK 99811
(907) 465-2980

5. Obtain AKCIS Training

The **Alaska Career Information System** is excellent. In order to use it most effectively you must obtain training. The training is free and is conducted by Department of Education staff. Workshops are usually held in Anchorage, Fairbanks and Juneau in the fall of each year. Often the training is offered in conjunction with the Alaska School Counselors State Conference. Attending at this time would be ideal. Talk to your principal early because your district will need to pay your travel to the workshop and approve your release time.

6. Attend The Financial Aid Workshop

Each fall a one day financial aid workshop is held for counselors. It covers the newest regulations on Federal loans and grant programs and gives directions on completing financial forms with students. There is usually a second segment on the Alaska State Loan and Grant Programs. Plan to attend. It will be a lifesaver if you've never worked with college/vocational loans and grants. Contact the college nearest you or the Alaska Commission on Postsecondary Education in Juneau for information.

After you find out the dates and location of the financial aid workshop you might be able to coordinate with the AKCIS staff to receive training at the same time. This would eliminate one travel expense to the district.

7. Identify the Financial Aid Source For Alaska Native Students

Contact your local native association regarding financial aid for your native students. BIA (Bureau of Indian Affairs) has grant and scholorship monies available for vocational programs and colleges. BIA often contracts with regional native corporations to provide these services. The regional native corporations often employ staff who can visit your school/s and work directly with you and your students. Contact:

1st - Local Native Organization

2nd - Regional Native Corporation

3rd - Bureau of Indian Affairs (BIA)
P.O. Box 3-8000
Federal Office Building
Juneau, AK 99802
(907) 586-7192

8. Contact The Apprenticeship Representative

Contact the Apprentice Outreach Program. To understand the full scope of apprenticeship programs in Alaska is often difficult for school personnel who have never been exposed to the methods involved in entering union programs. Thus, it is difficult to explain this to students. The Apprentice Outreach staff make on-site visits to rural schools and work directly with your students if requested.

Each year a current counselors' packet, explaining apprenticeship programs in Alaska is mailed to each high school counselor. If you do not have this packet you should request one.

Apprentice Outreach Program
Anchorage Training and Information Center
407 Denali Street
Anchorage, AK 99501
(907) 272-5411

9. Make A Military Recruiter List

Contact the military recruiters that serve your area. Make a list of names, addresses and phone numbers for each branch. There is usually always interest in military service among students.

10. Prepare To Administer the ACT & SAT Tests

Find out if your district administers the ACT and SAT college entrance exams. Who is responsible? Have the materials been received? Some districts have special permission to offer the exams only once a year at one site. Seniors are then flown from various villages into district office and given these exams. Some districts may not have an established plan. Check immediately, then contact ACT and the College Board (publisher of SAT) for assistance.

To arrange for ACT testing:
American College Testing Program
P.O. Box 808
Iowa City, Iowa 52240
(309) 337-1000

To arrange for SAT testing:
Educational Testing Service
Test Center Management
ATP College Board
Princeton, N.J. 08541
(609)921-9000

For all other questions on SAT:
The College Board
2099 Gateway Place, Suite 480
San Jose, CA 95110
(408) 288-6800

11. Make A Schedule

Set us a regular schedule with your students as soon as possible. Make a master plan for the entire quarter or semester, then notify your students. If you are an itinerant you may be in each school only once a month or once each quarter. It is important to establish the dates you will be at each site so that both students and teachers will plan for your visits.

12. Develop A Counselor Newsletter

Develop a counselor newsletter or flyer that can be distributed to both students and teachers on a regular basis. When information comes across your desk that would be of interest your students, jot it down immediately. At the end of each month have all the information you have collected typed and distributed. It is a good way to keep in contact with students in outlying schools if you are an itinerant counselor.

Some rural counselors contribute an article to the regional newspaper each month. These newspapers (e.g., The Tundra Drums, Bristol Bay News, Island News, Kusko Courier, Nome Nugget) are usually widely read in their particular region. Tips for parents as well as students are often included in these articles. This is good public relations as well as a good way to inform the public about school counseling services.

13. Use Your Faculty As Resources

Take advantage of the wealth of information within your school and community. Find out from your teaching staff and community leaders where they received their training. List the places and distribute the list to your students. Some rural schools develop their own Vocational and College Fairs using all local staff to meet with the students. (Contact Dillingham High School for the how to's of a local fair). Included is a partial sample of a Faculty College Reference handout.

FACULTY COLLEGE REFERENCE

The staff at our school is a walking encyclopedia of college and vocational school information and would be happy to answer any questions that you might have regarding these specific schools . Are you interested in AVTEC? The weather at the University of Nevada? Dorm life at U of A, Fairbanks? Is the University of Hawaii more expensive than the University of Alaska? and...?

Questions like these are common inquiries from people searching for postsecondary schools. Look over the following list and ask questions of people who have actually been "there".

ALABAMA
Jane Coley
University of Alabama
Auburn University

ALGERIA-SWITZERLAND
May Lees
University of Algers
University of Geneva

ALASKA
Don Dell
Alaska Pacific U
AVTEC

Ann Tollen
AK Business College
Wilbers Flight School

14. Learn About Work Experience Programs In Your District

Check on the availability of work-experience education programs in your school district. Find out what programs are available to your students. If no programs currently exist, you may want to encourage your district to participate in a least one program so that your students can have a real work experience. Some include:

General Work Experience is to provide part-time work which need not be related to occupational goals of the students. It may be performed either in the school or in public or private establishments and all or part of the work may be done during school hours. The major emphasis is on helping students become productive and more responsible.

On-Job-Training (OJT) is designed to provide a small rural high school with the ability to offer a greater range of vocational programs. OJT uses community-based work sites as a teaching mode. OJT is an individualized approach toward meeting the vocational needs of students in small rural Alaskan schools. This course can be vocational funded. For specific information on the OJT program contact:

Program Manager - OJT
Office of Adult and Vocational Education
Department of Education
Box F
Juneau, AK 99811
(907) 465-2980/4685

Rural Students Vocational Program (R.S.V.P.) is a two week, full-time work experience for Alaska's rural high school students. Vocational students travel to one of three metropolitan centers, live with boarding parents, and apply knowledge and skills learned at their local high school.

R.S.V.P. has been designed to meet the need for on-job experience in areas where jobs for students are minimal or non-existant. The purpose of R.S.V.P. is to benefit high school students who live in communities where training stations are minimal by providing work and social experiences relative to the student's career objective.

For more information write or phone one of the regional offices:

South East Region R.S.V.P. Coordinator
Southeast Regional Resource Center
218 Front Street
Juneau, AK 99801
(907) 586-6806

Central Region R.S.V.P. Coordinator
Matanuska-Susitna Borough School District
P.O. Box 871580
Wasilla, AK 9968[illegible]
(907) 376-940[illegible]

Northern Region R.S.V.P. Coordinator
515 7th Avenue, Room 114
Fairbanks, AK 99701
(907) 456-2621

Cooperative Work Experience is designed as a vocational education course and currently eligible for vocational funds. The employment of students is specifically within the occupations for which the courses in school are preparing them, the employment serves the function of a practical laboratory for reinforcing the in-school occupational education. Students receive both pay and school credit for their work. For information:

Standards for Cooperative Vocational Eduation in Alaska
Office of Adult and Vocational Education
Department of Education
Box F
Juneau, AK 99811
(907) 465-2980/4685

PHASE II: EXPLORING CAREERS

Now that you have your office organized and your plans made for serving students, it's time to begin. This phase provides very specific step-by-step activities to enable your students to explore career options. You can certainly add, modify or eliminate portions to meet your guidance needs. Remember, this is a guideline.

If you are an itinerant, you may spend a half or full day with your seniors when you visit each school, in which case, you can do several activities each visit. If you are a teacher/advisor you may want to spend one or two class periods each week on the activities. Before you start any exercises have each senior make a career file. All career exercises should be saved throughout the year.

NOTE: All worksheets mentioned throughout the following activities are at the end of this section, page 21.

1. Students Will Examine Their Personal Interests

Have all seniors complete the *Find Your Own Interest-Helpful Planning for the Future* Worksheet 1. This is used to help students stimulate thoughts about themselves. Time: 20 minutes

2. Students Will Answer Career Questionnaire

Use the *Quest Questionnaire,* which is part of the **AKCIS Users Handbook.** Have each senior fill out the questionnaire. Work individually with each student on the card deck to go through his/her *Quest* answers. Students will list potential careers to explore at the end of the process. Encourage them to list three choices. Time 30 minutes for completing the questionnaire but allow 2 class periods for reviewing each persons answers.

3. Students Will Examine How Many Years Of Training Is Required Of Various Jobs

Working with only three or four students at a time, conduct the activity *Education and Training: Do They Determine Your Job?* Worksheet 2. Other similar activities can be found in the **AKCIS Implementation Handbook.**

4. Students Will Explore Self-employment As A Career Option

Self-employment "entrepreneurship" is seldom explored as a career option. It is an occurance that just seems to happen. Yet, we know from recent literature that the rate of failure can be greatly reduced by education prior to a business venture. Self-employment is a very real career choice, especially if rural students want to remain in the village or rural community. Currently, Alaska Natives suppliment their cash income by selling crafts - baskets, carvings, furs, etc. yet, most do not view this in terms of an entrepreneural venture. Other rural entrepreneural activities include small engine mechanics, charter aircraft services, commercial fishing businesses, small cafes, bed and board rooms, fishing lodges, hunting and fishing guide services, etc. The potential market for an inventive, creative entrepreneur could be limitless. Counselors need to add this to the list as possible career options for students.

Discuss entrepreneurship. Invite a local entrepreneur to class. Have the guest explain how s/he began their business. What would they do differently if they started over now? Time: One class period

There are many material being developed for schools to use in introducing this career component. For statewide resources contact:

Program Manager - Entrepreneurship Education
Office of Adult and Vocational Education
Department of Education
Box F
Juneau, AK 99811
(907) 465-2980/4685

5. Students Will Prioritize Jobs They Would Like To Explore

Have students combine the list of interesting jobs they have identified in their **Users Handbook** with the career they circled on Worksheet 2. Have the students rank them 1, 2, 3, etc. Then, using the **Users Handbook** as a reference, have them write the occupational number next to each career choice. Time: 20 minutes.

6. Students Will Explore Training Requirements For Their Job Choices

Distribute Worksheet 3, *Preparation Requirements.* Have students write their first three prioritized jobs on the occupation selected lines.

Remember, working with 3 or 4 students at a time is ideal. It's a sharing session. Students will help each other and also learn about more careers. With larger groups it is difficult to share materials unless you have several sets of **AKCIS.** Have each student report on their findings to the entire group or class. Time: 2 hours

7. Students Will Preview All Career/Vocational Material Available To Them For Exploration

Show students all the resource materials you have available in addition to the **AKCIS** set. (Remember the materials you ordered in Phase I). Time: 1 hour

8. Students Will Research A Career

Students should select the one career that most interests them right now. Ask the students to research this career. They will need to use the **AKCIS** materials with Worksheet 4, *Occupational Research Paper.*

9. Students Will Write For Career Information

Distribute *Writing For Information,* Worksheet 5. After exploring many career options, have students make another list of the careers they would like to continue to explore. Have them write for more information. Students enjoy getting information back in the mail. Be sure that they keep the information in their career folder. Then, be sure you review the material with them as a follow up to the assignment.

10. Students Will Have The Opportunity To Participate In A Work Experience Program

Enroll students in appropriate work-experience programs. For students planning careers away from their village, the R.S.V.P. program is recommended.

PHASE III: OPTIONS FOR TRAINING AFTER HIGH SCHOOL

1. Students Will Be Exposed To Postsecondary Choices

Review basic options with students:

A. On-the-Job Training
B. Apprenticeship
C. Vocational/technical Training Centers
E. Military
F. College (4 year)
G. Community College (2 year)
H. Self-employment
I. Homemaker
J. Subsistence

This would be a good time to distribute the **Directory of Postsecondary Educational Institutes in Alaska.** You should have one for each student. Spend time on this. The book is very thorough.

Duplicate the booklets **Planning For Vocational/Technical Training** and **Planning For College.** (These masters can be found in the **Alaska School Counselors Handbook,** page 297 or by writing Jamie Buckner, SERRC 218 Front Street Juneau, AK 99801.) Review each booklet with the students. Students with definate plans should select the booklet most appropriate and begin following the procedures as directed. Time: 5 class periods

2. A Parenting Program Will Be Conducted On Postsecondary Planning

Conduct a vocational/technical and college planning night for seniors and their parents. Remember that the parents' emotional and financial support toward further education is essential. Keep them informed. You will need their help throughout the year. A sample agenda is included on page 39.

If you have time later in the year, have only parents of college bound seniors meet with you in one sitting; only parents of vocational/technical bound seniors meet in another; parents of seniors who will go directly to work in another, etc. You can be very specific in these meetings and answer questions that will be interesting to the entire group. Time: 1 evening, 2 hours

3. Students Will Organize Their Approach To Postsecondary Training

Distribute *My Career Plans* (page 41). Ask students to complete the form and return it to you. This worksheet needs to be updated regularly. It will encourage students to complete necessary tasks and alert you when students need additional help.

By using *My Career Plans,* **Planning For Vocational/Technical Training** and **Planning For College** you and the students should have a good base to work from as you begin the hectic year of applications, financial aid forms, recommendations, etc. Time: Variable

4. Students Will Learn About Postsecondary Options From Outside Sources

Remember all the resourses you contacted in Phase I? Now is the time to utilize their services. Invite as many resources to your school as possible. Most postsecondary institutes have recruiters. Phone them - they may come visit your students. A few examples:

Apprenticeship Outreach Program
University of Alaska - all branches
Alaska Pacific University
Local, nearby community colleges
Vocational/Technical Centers
Military Recruiters
Local Employers

5. Students Will Visit Postsecondary Training Facilities

When your students travel away from the village or community, help them take advantage of thier trip. For example, if the basketball team flys to Fairbanks, make arrangements for them to tour UAF, Hutchinson Career Center, Tanana Valley Community College, the Employment Office, etc.

A student flying to Kotzebue for dental work could easily visit the Kotzebue Technical Center or meet with staff at the Nana Native Corporation, but your help is needed. With the student, phone the specific location and find out if a tour is possible. Then have the student make the rest of the arrangements, e.g., date, time. It is difficult and frightening for many students to make the first contact with an unknown institution. Your encouragement and initial assistance will make the difference.

6. Arrange For A Financial Aid Officer To Meet With Students

Invite the BIA Financial Aid Representative to your school to help students and parents tackle the admissions forms, financial aid, etc.

If you are helping a student with admission papers and have questions, don't hesitate to call the admissions office at the specific institute. The staff work there to help you and the students. A letter or phone call from you will clarify your questions immediately. Time: Variable

7. Seniors Will Complete The Senior Survey

The *Senior Survey* is provided to all high schools by the Alaska Commission on Postsecondary Education in Juneau. The results are tabulated and sent back to each district free of charge. It will provide valuable feedback for follow up and future planning. Time: 1 class period

8. Students Will Have An Exit Interview With Their Counselor

As the year draws to an end meet with each se or. Review the *My Career Plans* form. Recheck the student's transcript, make sure all neces ary paperwork has been submitted. Outline all other remaining tasks. Time: 30 minutes per student

PHASE IV: DON'T SAY GOODBYE - FOLLOW UP

1. Keep Follow Up Records

For some counselors, graduation night means goodbye to those seniors they have been working with all year. This isn't the case in small rural sites. The students will still look to the school counselor for support and assistance.

Keep a record of all seniors and where they plan to go after high school graduation. Follow up with them. Perhaps you can write a summer letter to encourage them to stick with their plans. If you will be away for the summer, outline your letter and have a local person follow up for you. A respected community leader would be perfect.

2. Build A Community Support Network

In the fall, send letters of encouragement to each graduate. They are making a rough transition. The first year away from home is the toughest for all of us, but the dropout rate for rural Alaskan postsecondary students is especially high.

Get help from the elders in your community. Senior citizens are often thrilled to be involved in contacting the young students. Ask the health council to write too, and why not have the mayor and superintendent draft a letter saying how proud they are of the students from their home who are away for more training!

Some schools keep a list of all the graduate students and where they are attending various training programs. The entire community is kept informed via local bulletin board, newsletter and shortwave radio systems. It is an established pattern that whenever teachers, citizens, municipal officials, anyone is traveling in that area, they contact the student. Usually dinner plans are made. They take an active role in meeting with the student. This gives the student a link with home. The student can visit, catch up on news from back home, receive encouragement, etc. For more details on these specific networks, contact the counselors at the North Slope Borough School District or the Northwest Arctic School District.

Maintain a follow up file. It will help you plan from year to year and can help the school in designing programs in the future to better prepare students for the transition after high school.

ADDITIONAL FORM

An additional form is included on page 43 of this guide, the *Six Year Career Planning Folder.* It is designed to use with 7-12 grades but can easily be adapted to your specific population. This is a permanent folder that will follow the student all the way through school. Each fall and spring the students should add new information to the folder. Keep these in the guidance office but make them accessable to the students.

CONCLUSION

The **Vocational Guidance Model For Rural Schools** was first put on paper when one a remote Alaska school district asked me come to their district for a month and help their seniors make plans for college. There was no counselor in the district. This district had about 50 seniors. They were scattered throughout a 32,000 square mile area in 10 different villages. Travel to each site was only possible by small plane.

At first I thought this was a unique situation. Few seniors had really thought about making career plans. Their teachers had not included career exploration or testing as a part of the curriculum. I couldn't blame the teachers. In most places there were 2 to 4 teachers per school. These people were expected to teach all subjects. Knowing about administering an SAT exam was not in their background!

After this experience I began to work in other rural school districts and meet other rural counselors. The situations were very similar. The most frustrated people, however, were the new-to-the-state and new to the "bush" counselors. I had never seen any simple ABC books for the new rural counselor so I started gathering tips from "veteran" counselors, thus, this basic guide was developed.

WORKSHEETS FOR ACTIVITIES IN PHASE II

Worksheet 1

Name_____

FIND YOUR OWN INTEREST - HELPFUL PLANNING FOR THE FUTURE

A. School activities (sports, clubs, etc.) are important:

1. Favorite school activity_____

a. It is interesting because_____

_____

b. Major offices held, if any, in an organization

_____

c. Prizes or honors received_____

2. Another favorite school activity is_____

3. Other school activities that I would like to be a part of are_____

B. Three favorite hobbies outside of school are: (1)_____

_____(2)_____(3)_____

C. The skill that I feel best qualified to perform is _____

D. The course of study or special training that appeals most to me is _____

E. I have been told that I was especially good at_____

_____and_____

F. Members of my family and/or friends have suggested a career as _____to me, and I feel it would be_____

G. The work I would really like to do for a living is_____

_____. Why? _____

OBJECTIVE: For seniors to examine how education & training influence career choices.

TIME: Enough time to allow each student in the group to use the needle-sort - approximately 1-2 class periods.

MATERIALS & FACILITIES:

AKCIS Needle-sort
Worksheet 2
AKCIS User's Handbook
Occupational Information Printout

PROCEDURES:

1. Discuss possible educational decisions open to students; include training programs as well as formal schooling. Some students will be informed about requirements for some jobs and others will be unaware of any.

2. Discuss requirements for the jobs in which students are interested. The DESC file for these occupations provide information about hiring practices. The PREP file for whichever occupations are selected will provide additional information about licensing requirements and tips for entering a specific occupation.

3. Work in a group of approximately 3-4 students, using 1 needle-sort deck.

4. Using the needle-sort deck and worksheet 2, students will answer Question 17 in the User's Handbook - "Education and Training" with "4 year college degree or equivalent". Have the students list 3 interesting occupations that fall off the needle.

5. Students should then answer the Question with "up to 2 or 3 years of special training". Have the students list 5 interesting jobs that fall off the needle when the question is answered in this way.

6. Students answer Question 17 with "high school graduation or G.E.D. and a short training period". Have them list 5 interesting jobs that fall off the needle when they answer the question in this manner.

7. Students answer Question 17 with "no special education or training before starting the job". List 5 interesting jobs that fall off the needle.

8. Students should list 3 interesting jobs that remain on their needle.

9. Of the jobs they have listed, have the students choose 1 job that interests them most.

10. Have them write down how much education and training it requires.

11. Follow with group discussion.

12. Make sure students file this activity in their career file at the end of the session.

Worksheet 2

Name_____

EDUCATION AND TRAINING: DO THEY DETERMINE YOUR JOB?

1. List 3 interesting jobs that fall off the needle when you limit yourself to 4 years of college or special training: (Four-30)

   a._____ b._____ c._____

2. List 5 interesting jobs that fall off the needle when you limit yourself to 2 years of training: (TWO-29)

3. List 5 interesting jobs that fall off the needle when you limit yourself to high school graduation:

   a._____ b._____

   c._____ d._____

   e._____

4. List 5 interesting jobs that fall from the needle when you limit yourself to no training:

   a._____ b._____

   c._____ d._____

   e._____

5. List 3 interesting jobs that remain on your needle.

   a._____ b._____ c._____

6. Circle the job listed anywhere on this page that interests you most.

7. How much education does it require?

Worksheet 3

Name_____

Preparation Requirements

INTRODUCTION:

People have dreams of jobs in which they would like to work, but many times they fail to understand the training requirements necessary to perform that job. This activity will help you to understand the requirements for the job of your choice.

OBJECTIVE:

Using appropriate resources, list the specific training requirements for a job of your choice.

RESOURCES:

AKCIS PREP Files
People in the job area in your community
Occupational Outlook Handbook

ACTIVITY:

Occupation #1 Selected: _____OCC.#_____

1. Age requirement
_____

2. Education or training requirement
_____

3. Special Aptitudes
_____

4. Physical requirements
_____

5. Places where training may be obtained
_____

ACTIVITY:

Occupation #2 Selected: _____ OCC #_____

1. Age requirement

_____

2. Education or training requirement

_____

3. Special Aptitudes

_____

4. Physical requirements

_____

5. Places where training may be obtained

_____

ACTIVITY:

Occupation #3 Selected: _____ OCC.#_____

1. Age requirement

_____

2. Education or training requirement

_____

3. Special Aptitudes

_____

4. Physical requirements

_____

5. Places where training may be obtained

_____

Worksheet 4

Name_____

AKCIS Sources for Research Paper

Duties: From DESCRIPTION file

Skills: from PREPARATION file

High School Courses: from PREP file for the cluster (PREP and first two digits of occupation number)

Schools: from PROGRAM file

Aptitudes: from DESC file

Demand: from DESC file

Hours: from DESC file

Hazards: from DESC file

Organization: from DESC file

Firms: get leads from statements about major types of employers in DESC files

Additional sources could include the **Occupational Outlook Handbook** , and various brochures. In some areas, the research could be supplemented by a personal visit.

Name_____

Complete the blanks or circle either yes or no. Use additional pages if necessary.

Occupation name_____

Duties of the Job (List minimum of five duties.)

1._____

2._____

3._____

4._____

5._____

6._____

7._____

Skills needed for the Job (Typing, Cooking, Writing, etc.)

1._____

2._____

3._____

4._____

5._____

What courses in high school would help to prepare you for this job?

_____ _____

_____ _____

_____ _____

What schools offer training for this job?

1._____

2._____

3._____

Aptitudes needed for the Job (List minimum of five.)

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

Demand for workers in this Job

Are additional workers needed now in this occupation?
Yes or No

Will still more workers be needed in the future?
Yes or No

Do you consider chances for employment in this field bright, dead end, or non existent?

(Underline the one which applies and describe briefly.)

Earnings

Beginning wage (Indicate per hour, per week, or per year)

Other Benefits

1._____

2._____

3._____ _____

Hours of Work

How many hours on the average would one work in t .s job?

1. Daily_____ 2. Weekly_____

Are there seasonal lay offs? Yes or No

Health and Safety

Are there health hazards involved? Yes or No

If so, what kinds?_____

_____

Employee Organizations of a full-time worker.

Would you be expected to join a union or other employee organization? Yes or No

Firms in our town or village where this type of work would be available.

(List a minimum of three.) Name and address. Be specific.

1._____

2._____

3._____

4._____ _____

5._____ _____

Sources of information used to make this study. (List a minimum of three.)

1. Title_____

2. Publisher_____

3. Date Published_____

1. Title_____

2. Publisher_____

3. Date Published_____

1. Title_____

2. Publisher_____

3. Date Published_____

Additional means

1._____

2._____

How does this job interest you?

Appealing_____ Disappointing_____ No interest_____

Why? Be specific_____

_____

_____

Worksheet 5

WRITING FOR INFORMATION

You may need to write to a college or trade school for information, a catalog or financial aid. Perhaps you want to write an agency about career information. First, obtain a mailing address and list the information or material you need.

Source (name & address)	Material or information needed

Here are some things to remember when you write a letter.

* Put your address and the date in the upper right-hand corner of the paper. Your street address goes on one line, and under it put the city, state, and zip code. The date that you write the letter goes under the address.

* Write the name and address of the government or business on the left side of the paper. Skip a line between the date and the name of the government or business.

* Skip a line after the government or business address and begin the letter "Dear Sir or Madam", "Dear Admission Officer", etc.

Box 93
Aniak, Ak 99557
January 6, 19__

Admissions Officer
Alaska Vocational TechnicalCenter
Box 615
Seward, AK 99664

Dear Admissions Officer

Please send me a copy of your catalog, an application for admission and financial aid materials to Melvin Sim at the above address.

Sincerely,

Melvin Sim

For college catalogs, financial aid and other information.

* Skip a line after the body of the letter. Write the closing of the letter. You may use "Sincerely," "Sincerely yours," or" Yours truly," as a closing for a business letter.

* Sign your name below the closing. You may also want to print your name under your signature to make sure the person reading the letter can spell your name.

* Remember to use clean paper and your best writing when you write business letters.

Box 430
Naknek, AK 99663
January 6, 19__

National Association of Plumbing
Heating, Cooling Contractors
1016 20th St. N.W.
Washington, D.C. 20036

Dear Sirs:

I am a resident at Naknek School in Naknek, Alaska and I am now exploring possible careers. I am very interested in plumbing as a possible career choice and I would like more information on this particular area.

I would especially like to know how I can prepare myself in high school for this career. What other education and training is necessary? I am also interested in the employment opportunities, ways of entering the field, earnings, and demand for workers in this field.

Any information will be appreciated.

Sincerely,

Anna Williams

(For pamphlets or brochures on a specific subject.)

MATERIALS FOR ACTIVITIES IN PHASE III

AGENDA
Seniors and Their Parents
Vocational/Technical and College Planning

I. **Introduction**

District Concern for Senicrs

II. **Career and Vocational Planning**

Parent Involvement is Essential!
- a) Financial responsibility of your child
- b) Encouragement throughout school, emotional support

III. **Postsecondary Options**
- a) 4 Year Colleges
- b) Community Colleges (Jr. College)
- c) Vocational/Technical Training
- d) Military
- e) Apprenticeship
- f) Jobs

IV. **Career Decision-Making**

Show-AKCIS - Quest and Books
Occupational Outlook Handbook
Directory of Postsecondary Education Institutes
The College Handbook

VI. **College Applications**
- a) College Calendar (make copies from Planning for College.)
- b) Deadlines for the Year

Discuss - Non-Traditional Career Choices and Challenges

VII. **Financial Aid**
- a) BIA - Invite Representative
- b) Grant, Loans, Scholarships } What's The Difference?
- c) Financial Aid
- d) Alaska State Loan - Guidelines
- e) Alaska State Grant - Guidelines
- f) How to Plan for College Costs - Filmstrip

MY CAREER PLANS

Name _____ Date _____

School _____

After graduation I plan to :

- ☐ Get a job
- ☐ Join the military
- ☐ Enter an apprenticeship program
- ☐ Attend a vocational training program
- ☐ Attend college

Please fill out the section that applies to you

Job

Employer _____

Area of Employment _____

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have all the necessary application forms					
I have written a resume					

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have arranged for a job interview					
I have my social security card					

COMMENTS _____

Apprenticeship

Union _____

Area of Training _____

-Check Appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have requested information from this union					
I have all the necessary application forms					

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have taken the proper entrance test					

COMMENTS _____

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Military

Branch _____

Area of Training _____

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have requested information on this branch of the military					
I have contacted the recruiter					
I have all the necessary application forms					

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have asked the high school to send my transcripts					
I have taken the proper entrance test					

COMMENTS _____

College/Trade School 1st Choice

Name of School _____

Area of Training _____

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have a copy of the school's catalog					
I have all the necessary application forms for enrollment					
I have requested my transcript be mailed to admissions					
I have taken the proper entrance test (i.e. SAT, & ACT)					
I have made housing arrangements					

-Check appropriate columns-	YES	NO	N/A	NEED HELP	RECEIVED HELP
I have written the financial aid officer for information					
I have completed a BIA application for financial aid					
I have completed a FAF (Financial Aid Form)					
I have completed an Alaska State Loan application					
I have completed an Alaska State Grant application					

2nd Choice Name of School _____

I have a copy of the school's catalog					
I have all the necessary application forms for enrollment					
I have requested my transcript be mailed to admissions					
I have taken the proper entrance test (i.e. SAT, & ACT)					
I have made housing arrangements					

I have written the financial aid officer for information					
I have completed a BIA application for financial aid					
I have completed a FAF (Financial Aid Form)					
I have completed an Alaska State Loan application					
I have completed an Alaska State Grant application					

3rd Choice Name of School _____

COMMENTS _____

SIX-YEAR CAREER GUIDANCE PLANNING FOLDER

SCHOOL _____

STUDENT'S NAME _____

ADDRESS _____

TELEPHONE _____ SOCIAL SEC. NO. _____

School Activities (Clubs, athletics, offices held, honors, awards)

Hobbies & Leisure Activities

Abilities, Skills and/or Special Talents (out of school)

Work Experience (Summer, part time, or during school hours - paid, volunteer or credit)

JOB HELD	EMPLOYER	DATES

Activities Log (Field trips, job observations, speakers, interviews, etc.)

SCHOOL YEAR	ACTIVITIES

Last Name First Name Init'l

Directions to Student:

PLEASE RESPOND WITH EITHER **YES** OR **NO** TO ALL ITEMS LISTED FOR YOUR GRADE LEVEL.

	7th	8th	9th	10th	11th	12th
1. I have chosen courses I wish to take at the next grade level.....						
2. I have a tentative plan for grades beyond next year.....						
3. I have taken an interest inventory within the last year and the results have been discussed with me by a staff member.....						
4. I have taken an achievement and/or aptitude test within the last year and the results have been discussed with me by a staff member.....						
5. I have made application and have received my social security number.....						
6. I have practiced filling out a job application form.....						
7. I have received career information from community resource contacts (i.e., speakers, field trips, career fairs, etc.).....						
8. I have received information about vocational programs at the high school level; e.g., Business Education, Work-Study Program, REVP.....						
9. I have had an interview with my counselor concerning senior high school program planning or career planning...						
10. I have received information concerning specific tests I must take to enter post-high school educational programs (PSAT,SAT,ACT,etc.).....						
11. I know how and where to receive information concerning scholarships, grants, loans or work study assistance.....						
12. I have practiced making out a job resume.....						
13. I have made a tentative career choice.....						

RECORD TEST RESULTS OF INTEREST INVENTORIES. GIVE THE NAME OF THE INVENTORY, DATE, INTEREST AREAS. EXAMPLE: JOB-O

INVENTORY_____ DATE_____	INVENTORY_____ DATE_____	INVENTORY_____ DATE_____	INVENTORY_____ DATE_____
1._____	1._____	1._____	1._____
2._____	2._____	2._____	2._____
3._____	3._____	3._____	3._____

Courses Completed	7th	8th
ENGLISH		
MATH		
SOCIAL STUDIES (1/2 YR. GEOGRAPHY)		
SCIENCE		
P.E.		
ELECTIVES		

PLACE AN X UNDER THE APPROPRIATE GRADE LEVEL FOR THREE SUBJECT AREAS AND THREE ABLITIY AREAS IN WHICH YOU FEEL YOUR ARE THE STRONGEST. IN MAKING YOUR SELECTIONS, CONSIDERATION OF SUCH THINGS AS TEST RESULTS, GRADES, AND PAST SUCCESSFUL EXPERIENCES SHOULD BE HELPFUL.

SUBJECT AREAS	7	8	9	10	11	12
MATHEMATICS						
LANGUAGE ARTS						
READING						
SOCIAL STUDIES						
SCIENCE						
SHOP OR HOME EC.						
ART, DRAMA, OR MUSIC						
P.E. OR HEALTH						
FOREIGN LANGUAGE						
BUS. ED. - TYPING, ETC.						
OTHER "WRITE IN"						

ABILITY AREAS	7	8	9	10	11	12
I work well within and understand written material (verbal)						
I work well with numbers and mathematics (numerical)						
I work well with other people (social)						
I deal well with design, I can picture things in space (spatial)						
I can apply technical skill or knowledge in a systematic manner (scientific)						
I work well with details in numbers and words (clerical)						
I work well with machines and tools (mechanical)						
I communicate well with others for purpose of selling ideas, goods or service (sales)						
I use my hands and body well (physical)						

MY CAREER/OCCUPATIONAL GOALS ARE:

7th _____

8th _____

9th _____

10th _____

11th _____

12th _____

Class of 198_

SENIOR HIGH SCHOOL TRANSCRIPT EVALUATION

21 UNITS OF CREDIT FOR GRADUATION

LANGUAGE ARTS _____ 4 UNITS

.5 _____ .5 _____
.5 _____ .5 _____
.5 _____ .5 _____
.5 _____ .5 _____

SOCIAL STUDIES _____ 3 UNITS

The social studies requirement must be met by one unit of U.S. History taken in the junior year and one unit of American Government taken in the senior year.

.5 _____ .5 _____
.5 _____ .5 _____
.5 _____ .5 _____

MATH _____ 2 UNITS

.5 _____ .5 _____
.5 _____ .5 _____

P.E. _____ 2 UNITS

.5 _____ .5 _____
.5 _____ .5 _____

SCIENCE _____ 2 UNITS

.5 _____ .5 _____
.5 _____ .5 _____

ELECTIVES _____ 8 UNITS

.5 _____ .5 _____
.5 _____ .5 _____
.5 _____ .5 _____
.5 _____ .5 _____
.5 _____ .5 _____
.5 _____ .5 _____
.5 _____ .5 _____
.5 _____ .5 _____

DATE OF TRANSCRIPT EVALUATION	SIGNATURE	COUNSELOR INITIAL